

**Mentor-Mentee System Framework**

The framework for effective Mentor-Mentee Interactions:

* Period of Mentor-Mentee Interaction: From the admission of the mentee, till the mentee graduates from the school
* Number of Students: Fifteen students (mentees), per faculty member (Ratio - 1:15)
* Frequency of Meetings: Twice a month, per mentee. In addition, one-on-one sessions as needed.
* Duration of Meetings: 15 minutes per mentee
* **Specific role of a Mentor:**
  + Thorough introduction of Self and the Mentee
  + Compassionate approach
  + A nurturing, supportive and non-judgemental relationship that includes academic/career development, emotional/psychological support, and personality shaping.
  + Assist the mentee to identify their inherent skill sets
  + Engage in authentic and committed conversations
  + Provide different perspectives and constructive feedback
  + Have confidence in the abilities of the mentee
  + Mutual trust and respect
  + Make the mentee understand as to how the organization works
  + Influence the mentee’s life in a positive direction
* **Specific role expected of a Mentee**:
  + Honest, frank, and objective approach with respect to career, personal life, and day-to-day challenges
  + Exhibit confidentiality of conversations with the mentor
  + Value the opinion of mentors
  + Attentiveness and active listening during the entire mentoring session
  + Constructive and honest feedback of interaction with the Mentor
  + Proactiveness in scheduling mentor-mentee meetings
  + Committed towards a productive relationship with the mentor resulting in all-round personality enrichment.

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| **Personal Details of the Mentee *(to be filled by the mentee)*** | | | | | | |
| Name of the Faculty | Omkaresh Kulkarni | | | | | |
| Name of the School | School of Computer Engineering and Technology | | | | | |
| Name of the Mentor |  | | | | | |
| Name of the Mentee |  | | | | | |
| Year of admission of the Mentee |  | | | | | |
| **Describe Mentoring Experience** | | | | | | |
| Academic Details | | Duration of Interaction | Beneficial for career progression | Whether meeting was mutually courteous and receptive | | |
| 1. CCA, LCA | |  |  |  | | |
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| 1. Eligibility Criteria | |
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| 1. Attendance Criteria | |
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| 1. End Term Examination Details | |
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| 1. Parameters for detention   (if any) | |
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| 1. Result of previous Semester | |
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| **Opinion and Suggestions about Organizational Processes and Functionalities** | | | | | | |
| Vision | Mission | ERP System | Resources and Infrastructure | Extra-curricular and Co-curricular activities | Rural Immersion | Internships and Project Work |
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| **Value Addition / Enhancement** | | | | | | |
| Did the mentoring process support the mentee in changing his/her outlook towards facing challenges?  (Dealing with deadlines, Interaction with teachers, Peers and Family members) | |  | | | | |
| Was the conversation empathic in a way which would elevate the mentee to sensitize himself/herself towards being more compassionate to all stakeholders? | |  | | | | |
| Did the interaction cultivate a path for fostering desired competencies in the mind of the mentee? | |  | | | | |
| Student Club Memberships  (Various student clubs like Robotics, Sports, Cultural, Photography, Music, Astrology,  Programming, Coding), where students can contribute innovatively and enrich their skillsets. Teamwork and exposure to challenges enhances healthy competition as well as proves to be a motivation for participation in competitions at National and International Level. | |  | | | | |

**Outcomes of Mentor-Mentee System (Measurable Rubrics) *(to be filled by the Mentee)***

***(Can be taken on a pointer from 1 to 5 or in percentage):***

**I] Academic perspective:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Agree | Strongly Agree | Disagree | Strongly Disagree | Can’t say |
| Improved my confidence and knowledge about the subject |  |  |  |  |  |
| Helped me in understanding the subject assessment details |  |  |  |  |  |
| Facilitated in effective time management |  |  |  |  |  |
| Made me aware of different approaches of studying |  |  |  |  |  |
| Motivated me to attend lectures more regularly |  |  |  |  |  |
| Persuaded me to develop a good network of friends |  |  |  |  |  |
| Improved my communication and Presentation Skills |  |  |  |  |  |

**II] Emotional and Psychological Perspective:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Agree | Strongly Agree | Disagree | Strongly Disagree | Can’t say |
| Decreased behavioral problems |  |  |  |  |  |
| Improved self-control, enhanced self-image |  |  |  |  |  |
| Empathy in dealing with peers |  |  |  |  |  |
| Improvement in Constructive Decision-making |  |  |  |  |  |
| Nurturing emotional quotient leading towards satisfaction and peace of mind |  |  |  |  |  |
| Cognizance and appreciation towards accomplishments of peers |  |  |  |  |  |

**III] Personality Shaping perspective:**

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| --- | --- | --- | --- | --- | --- |
|  | Agree | Strongly Agree | Disagree | Strongly Disagree | Can’t say |
| Cultivating Gratitude towards every offering of life |  |  |  |  |  |
| Increased consistency and perseverance towards academic duties |  |  |  |  |  |
| Optimistic and wider perspective towards different situations |  |  |  |  |  |
| Healthier Listening Skills |  |  |  |  |  |
| Enhanced competencies |  |  |  |  |  |

**Mentoring Session Action Taken Report *(to be maintained by the mentor)***

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| Date: | | |
| Academic Year: | | |
| School: | | |
| Semester: | | |
| Name of the Mentee and Roll No.: | | |
| Year of admission of the Mentee: | | |
| Mentee Email ID: | | |
| Mentee Contact No.: | | |
| **Rubric based Action plan** | | |
| **I] Academic Perspective:** | | |
| Discussions and Deliberations | Actions mutually agreed | Follow-up action and comments |
|  |  |  |
| **II] Emotional and Psychological Perspective:** | | |
| Discussions and Deliberations | Actions mutually agreed | Follow-up action and comments |
|  |  |  |
| **III] Personality Shaping Perspective:** | | |
| Discussions and Deliberations | Actions mutually agreed | Follow-up action and comments |
|  |  |  |
| Date of next meeting: | | |

***Mentor-Mentee Final Meeting***

***(Undertaking to be signed by the Mentee)***

**UNDERTAKING**

The mentor-mentee interactions during the graduate years have helped me delve into my strengths and skill sets, at the same time, overcome anxiety and stress. The mentoring process has changed my outlook towards life in terms of Academics, and Personality Development as well as in developing a positive approach in the challenges I perceive. I understand that now after my graduation, my role as an alumnus is extremely significant and indispensable, in supporting the University to reach even greater heights. Our mentors as well as other teachers have guided me on all fronts and I firmly believe that it is my moral duty to contribute to MIT-WPU as my alma mater. I am committed to do every bit from my side for the School of \_\_\_\_\_\_\_\_\_\_\_\_\_ and the University as a proud alumnus of MIT-WPU.

Name of the Mentee:

Name of School:

Class/Div:

Graduating Year:

Date & Signature: